

Student Profile: Paul

Classroom Environment

Paul is a seventh-grade student with TBI, who is included in general education classes with accommodations and supports. His teacher, Mrs. Smith, is a 23-year veteran of teaching who is passionate about mathematics and is always trying to find ways to differentiate. She partners with the special-education teacher in creating a model where they track their students to try and close the achievement gap for those who are 2+ years below grade level. This is her second year structuring her classroom as a Flipped Math Class. Students receive a math video every other night and come back the next day and whole class review a few problems to determine understanding. Mrs. Smith then groups students to differentiate based on how they did on the practice problems. There is time in the structure for students to work on their “homework assignment” in class where they can work with her as needed.

The Student

Paul’s reduced attention span, slow thought processing and inability to prioritize thoughts or follow a sequence or schedule interfere with his learning. Paul’s aunt, who he lives with, reports that he likes school as much as any other middle schooler. At home, he declines any encouragement to participate in sports but rather prefers to lie on the sofa binge watching Netflix or playing video games. She doesn’t know any friends outside of his cousins who live in another state.

Paul receives accommodations for extended time during classroom assignments and classroom and state assessments. A repeated trial and error approach to devise the optimal combination of class schedule, supports and accommodations is yet again up for review. Currently, Paul is using an app for time management. Another accommodation Paul has is access to lecture content in easy-to-read written format prior to class.

Data Profile

A review of classroom data and incident reports over the last two years indicates that Paul has some gaps in prior learning. His impulsive decision making, missed classes, and misunderstanding of course material or assignments has increased since leaving elementary school.

Paul currently struggles in his 7th grade math class. The lessons have been focused on solving real-world and mathematical problems involving the four operations with rational numbers. The access point MAFS.7.NS.1.AP3a narrows the rational numbers for Paul’s focus to -100 to 100. His IEP goal for the standard is to solve real-world and mathematical problems using addition, subtraction, multiplication, or division with rational numbers, with 85% accuracy on quizzes and test where operations from -100 to 100 are assessed by the end of the school year.

Mrs. Smith reports that when she confers with him he becomes easily frustrated and has a difficult time managing others’ frustration with him. He fluctuates in his time management for assignments. Often Paul has a difficult time completing assignments. Paul is often delayed in responding when asked to explain the steps used for solving a problem and tends to act socially inappropriately when attention is on him.